



Agencia Andaluza del Conocimiento
CONSEJERÍA DE ECONOMÍA Y CONOCIMIENTO

RESULTS REPORT

EVALUATION PROCESS FOR THE RENEWAL OF ACCREDITATION FOR OFFICIAL BACHELOR'S AND MASTER'S DEGREES

**PILOT PROGRAMME AND 2014/2015 ACADEMIC
YEAR**

**Directorate of Evaluation and Accreditation
Andalusian Knowledge Agency**

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Executive Summary

This report includes an integrated synthesis of the process, scope, results and analysis of the satisfaction of those involved in the assessment for the Renewal of Accreditation of Bachelor's and Master's in Andalusia conducted on the basis of a 2014 pilot programme and a standardised programme for the 2014-2015 academic year involving the evaluation of 123 degrees.

It sets out the criteria, standards, benchmarks, methodology and procedures used as well as the schedule devised for the universities and titles evaluated. The results for each of the criteria and sub-criteria are broken down by universities and branches of knowledge, and a study of the universities' and evaluation committees' satisfaction is included.

The report concludes with a meta-evaluating synthesis, bringing together the operating decisions and changes that have enabled internal areas for improvement in procedures and methodology to be identified, serving as the basis for a new planning cycle for the 2015-2016 programme.

Resumen Ejecutivo

El presente informe incluye una síntesis integrada del proceso, alcance, resultados y análisis de satisfacción de los agentes implicados en la evaluación para la Renovación de la Acreditación de títulos de Grado y Máster de Andalucía llevado a cabo a partir del Programa Piloto de 2014 y de la Convocatoria Normalizada del curso 2014-2015 que afecta a un total de 123 títulos evaluados.

Se da cuenta de los criterios, estándares e indicadores de referencia, de la metodología y los procedimientos empleados, así como del cronograma por universidades y títulos evaluados. Se desglosan los resultados para cada uno de los criterios y subcriterios por universidades y ramas de conocimiento, y se incluye un estudio de satisfacción de las universidades y comisiones evaluadoras.

Finalmente, se concluye con una síntesis de metaevaluación, integrando las decisiones operativas y cambios que han permitido identificar áreas de mejora interna en los procedimientos y metodología desarrollada, sirviendo de base al nuevo ciclo de planificación del programa en el curso 2015-2016.



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1. CONTEXT

Royal Decree 1393/2007, dated 29 October, which regulates official university courses, determines the general regulatory framework for the verification, monitoring and accreditation renewal processes for official university degrees.

The degree ordains that programmes of study leading to the acquisition of official university qualifications shall be verified and subsequently accredited by the Council of Universities and authorised by the pertinent Autonomous Community.

The evaluation entity used to carry out the verification and accreditation process shall be determined by the Autonomous Communities, with the proviso that they are members of the European Quality Assurance Register, EQAR, having successfully completed an external assessment in accordance with the European Standards and Guidelines for Quality Assurance in Higher Education.

The evaluation process is subject to European standards and the provisions of annex I of Royal Decree 1393/2007. Article 24.2 of the decree states that: "The renewal of accreditation for official university degrees shall take place within the following time frames: a) Official university bachelor's degrees of 240 credits must renew their accreditation within six years. b) Official university bachelor's degrees of 300 credits must renew their accreditation within seven years. c) Official university bachelor's degrees of 360 credits must renew their accreditation within eight years. d) Official university master's degrees must renew their accreditation within four years. e) Official university doctoral degrees must renew their accreditation within six years.

Royal Decree 534/2013, dated 12 July, approved a moratorium on the implementation of the accreditation renewal system for official qualifications. It was a moratorium that universities could either voluntarily adhere to or submit their degrees within the originally decreed deadlines.

Table 1. Benchmark dates for planning accreditation renewal

	Initial accreditation academic year	Initial accreditation* (BOE date and registration in the RUCT)	Accreditation renewal	Moratorium (Accreditation renewal)	Two-year moratorium (latest date for accreditation renewal)
Master's	2008/2009	before 30 September 2009	2012/2013	2014/2015	before 30 September 2015
	2009/2010	before 30 September 2010	2013/2014	2015/2016	before 30 September 2016
	2010/2011	before 30 September 2011	2014/2015	2016/2017	before 30 September 2017
Bachelor's	2009/2010	before 30 September 2010	2015/2016	--	before 30 September 2016
	2010/2011	before 30 September 2011	2016/2017	--	before 30 September 2017
	2011/2012	before 30 September 2012	2017/2018	--	before 30 September 2018
	2012/2013	before 30 September 2013	2018/2019	--	before 30 September 2019
	2013/2014	before 30 September 2014	2019/2020	--	before 30 September 2020

*All degrees shall take the date of approval by the Council of Universities as their reference.



In accordance with the legislation, the following are used as reference for the purposes of planning accreditation renewal:

- Initial accreditation: Registration of an official qualification in the RUCT, having obtained authorisation for implementation and published in the BOE (official state gazette) through the agreement of the Council of Ministers, thereby establishing its official character (REACU definition).
- Accreditation renewal: Evaluation, at the request of each university, which must be carried out before the expiry of the years set out in article 24.2 of Royal Decree 1393/2007, from the date of the degree's initial verification or most recent accreditation¹.

The evaluation process for the accreditation renewal of official degrees in Andalusia is overseen by the Directorate of Evaluation and Accreditation (DEVA) of the Andalusian Knowledge Agency (AAC). DEVA, as a full member of the European Association for Quality Assurance in Higher Education, ENQA, and registered in the European Quality Assurance Register, EQAR, fulfils the quality criteria and standards established.

Accreditation renewal in the Autonomous Community of Andalusia is subject to periodic programmes to which Andalusian universities apply, taking into account the legally-established deadlines. To this end a RESOLUTION of the Secretary General of Universities, Research and Technology (BOJA nº 252, dated 26 December 2014), was approved on 19 December 2014 establishing the start date and the procedure for the renewal of accreditation for official bachelor's and master's degrees in the Andalusian University System.

Before launching the first standardised accreditation renewal programme, a pilot programme was implemented. This pilot programme, together with a meta-evaluation of the process, enabled the fine tuning of the instruments and planning of the standardised accreditation renewal programme.

2. SCOPE AND GOALS

The scope of this first programme focuses on defining the procedure for the accreditation renewal of official university bachelor's and master's degrees awarded by the universities of the Autonomous Community of Andalusia.

The criteria and guidelines for the accreditation renewal of official university degrees are defined and agreed by the Spanish Network of University Quality Agencies (REACU). The evaluation goals² for the accreditation of official bachelor's and master's degrees are as follows:

¹ Legislation updated for subsequent accreditations in accordance with Royal Decree 17 June 2015.

² Evaluation criteria and guidelines for the accreditation of official bachelor's, master's and doctoral degrees (REACU 8-9 May 2014).



- Ensure the quality of the educational programme being offered in accordance with the levels of qualification established and the criteria set out in the prevailing legislation.
- Ensure that the quality of the results obtained in the implementation of official university degrees corresponds to the commitments acquired and verified by the pertinent evaluation entity.
- Check that the degree has had an appropriate monitoring process and that the quantitative and qualitative information available has been used to analyse its development, to generate and implement relevant improvement proposals.
- To ensure the availability of, and access to, information that is public, valid, reliable, pertinent and relevant and aids the decision-making process of students and other stakeholders in the university system in the national and international context.
- To provide recommendations and/or suggestions for improving the degree that support the internal quality improvement processes of the educational programme and its development, and that will need to be taken into account in future monitoring and accreditation renewal processes.

3. EVALUATION CRITERIA

Renewing the accreditation of a university degree involves confirming that the implementation of its programme of studies has taken place in accordance with the verified statement and that students have completed their education satisfactorily, acquiring the competences established. The renewal of the degree's accreditation shall be based on the following criteria:

1. Publicly-available information.
2. Quality assurance system.
3. Design, organisation and development of the educational programme.
4. Teaching staff.
5. Infrastructure, services and provision of resources.
6. Learning outcomes.
7. Satisfaction and performance indicators.

Each of the accreditation criteria and guidelines shall be judged in accordance with the attainment of the corresponding standards set out in the *Guide for Renewing the Accreditation of University Bachelor's and Master's Degrees*.

Each of the accreditation criteria and guidelines shall be judged in accordance with the following four levels, depending on the attainment of the corresponding standards:

- A. Exceeded.
- B. Attained.
- C. Attained in part.
- D. Not attained.



Taking into consideration the rating attached to each criterion, the result of the accreditation renewal report is determined as either favourable or unfavourable.

In accordance with the REACU criteria, no degree may obtain accreditation if it obtains the “not attained” rating for any of the following criteria:

Table 2. Equivalence between the REACU and DEVA criteria

Criterion 4. Academic staff	Criterion 4. Teaching staff.
Criterion 5. Support staff, material resources and services.	Criterion 5. Infrastructure, services and provision of resources.
Criterion 6. Learning outcomes	Criterion 6. Learning outcomes

For the purposes of this procedure, the following shall be considered reasons for an unfavourable accreditation renewal report:

- Shortcomings that, being in need of remedy, have not been rectified, after having been repeatedly pointed out by the agency concerned.
- Non-fulfilment of the clear and objective commitments taken on in the verified statement or its subsequent modifications in the areas of teaching staff, infrastructure, services and provision of resources, or learning outcomes.

Aspects rated as “attained in part” in the provisional report that were not possible to resolve in the observations process oblige the university to submit an improvement plan in the observations with specific initiatives aimed at enhancement in those criteria that have obtained such a rating, with the aim that the evaluating panel may accept the viability of such improvements in the final report. These initiatives are included in the final report as compulsory steps that must be taken, and refer to criteria that at the time of issuing the final report are attained in part, but where there exists an undertaking of compliance on the part of the university. These aspects entail an improvement plan the implementation of which will be confirmed over the course of monitoring in the following academic year.

4. PILOT PROGRAMME

Prior to the standardised version, DEVA ran a PILOT PROGRAMME. In conjunction with the meta-evaluation of the process, the pilot programmed enabled adjustments to be made to the instruments and planning of the ordinary programme of accreditation renewal for bachelor’s and master’s degrees.

The process began with DEVA drawing up the *Guide for Renewing the Accreditation of University Bachelor’s and Master’s Degrees*, which set out the instructions for accreditation renewal and was subject to the suggestions of Andalusian universities prior to process getting underway.

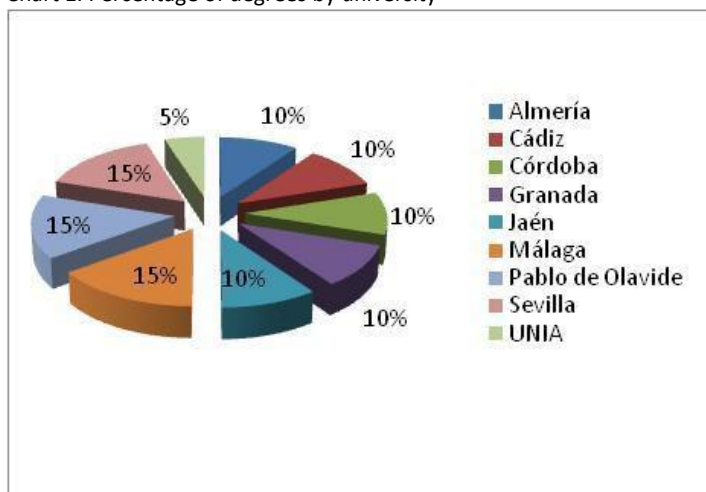
The Pilot Programme was launched in April 2014 so that Andalusian universities could submit their applications voluntarily, using a representative sample of like degrees, the implementation of which matched the regulatory provisions of the renewal process.

20 degrees – 12 bachelor’s and 8 master’s degrees, distributed between nine Andalusian universities – submitted applications to be evaluated for accreditation renewal.

Table 3. Degrees by university

UNIVERSITY	DEGREES
Almería	2
Cádiz	2
Córdoba	2
Granada	2
Jaén	2
Málaga	3
Pablo de Olavide	3
Seville	3
UNIA	1
Total	20

Chart 1. Percentage of degrees by university



In order to carry out the evaluation DEVA appointed an Accreditation Renewal Commission reflecting the degrees submitted by each university and organised the pertinent site visits in accordance with the provisions of article 25 of Royal Decree 1393/2007. The visits and the composition of the commissions were subject to the characteristics of the degrees submitted by the universities in terms of the number and branch of knowledge involved. Expert site visits were carried out at each of the universities, giving a total of nine visits, one per participating university.

With the goal of standardising the work to be carried out, a day of training was arranged for the evaluators who would be participating in the pilot programme, which was held on 29 April at DEVA’s offices.

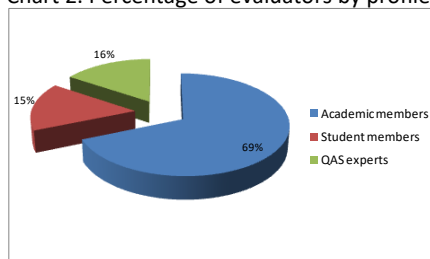
The composition, selection, appointment and functions of the commissions was formalised in accordance with the DEVA document entitled *Procedure for the Selection, Appointment and Functions of Evaluators*.

Six branch commissions were created to carry out the assessment of the submitted degrees, each comprising a chair, various academic members, a student and an expert in quality assurance systems, giving a total of 32 members.

Table 4. Evaluators by profile

PROFILE	TOTAL
Academic members	22
Student members	5
QAS experts	5
Total evaluators	32

Chart 2. Percentage of evaluators by profile

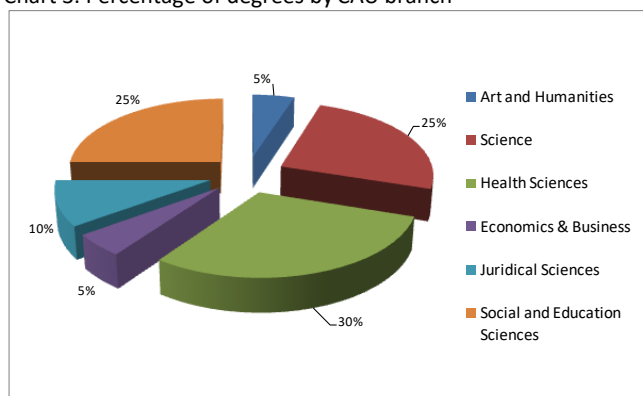


The degrees submitted by universities were divided into six branches of knowledge; Art and Humanities, Science, Health Sciences, Economic and Business Sciences, Juridical Sciences, Social and Education Sciences.

Table 5. Degrees by CAU branch³

CAU BRANCH	Total
Art and Humanities	1
Science	5
Health Sciences	6
Economics & Business	1
Juridical Sciences	2
Social and Education Sciences	5
Total degrees	20

Chart 3. Percentage of degrees by CAU branch



Various hearings were held during the visit with the different stakeholders involved in each of the degrees being evaluated (institutional representatives, representatives of the degree, teaching staff, students, administrative and service staff, graduates and employers). The university supplied the necessary documentation requested by the evaluating panel prior to or during the visit.

After the visits provisional reports were sent to the universities, opening an observations phase of 20 calendar days from receipt of the report. The Accreditation Renewal Commission reviewed the observations and drew up final reports. The final reports were issued on 23 January 2015.

The results of this programme were valid for the purposes of the formal accreditation renewal of the degrees. The 20 degrees submitted to the pilot project for accreditation renewal all obtained a favourable report.

It should be noted that after the pilot programme came to an end the document *Guide for Renewing the Accreditation of University Bachelor's and Master's Degrees in Andalusia* was revised and the Technical Commission of Evaluation and Accreditation approved a new version

³ At the request of the Andalusian Council of Universities (CAU) the processes of verification, monitoring and accreditation renewal are divided into seven branches of knowledge: Art and Humanities, Science, Health Sciences, Economic and Business Sciences, Juridical Sciences, Social and Educational Sciences, Engineering and Architecture.



in December 2014. This document served as a guide for the 2014/2015 programme.

The new guide incorporated all the improvements and suggestions from the process put forward by the various stakeholders: universities, evaluators and the DEVA technical commission.

In addition to the improvements that were included in the guide and specified in its final section, enhancements were made to DEVA's monitoring and accreditation renewal IT application, as well as improvements in the documentation provided to the universities and evaluators with the goal of guiding them over the course of the evaluation process. The following documentation was drawn up:

- Guidelines for evaluators.
- Guidelines for the University to prepare for the site visit.
- Summary of evidence and indicators.
- Review of the times given in the sample visit timetable.
- Review of the order of the hearings in the visit timetable.
- Issues for the hearings.
- Inclusion of model provisional and final reports.

5. STANDARDISED PROGRAMME, 2014-2015

In accordance with the provisions of Royal Decree 1393/2007, dated 29 October, establishing the regulation of university courses, universities submit an application for accreditation renewal for official university degrees in accordance with the procedure and timetable that the autonomous communities determine.

The Autonomous Community of Andalusia published its *RESOLUTION of 19 December 2014, issued by the General Secretary of Universities, Research and Technology, establishing the start date and the procedure for drawing up accreditation renewal proposals for official bachelor's and master's degrees in the Andalusian university system* (BOJA, 26 December 2014).

Once the convocation had been published, the universities submitted the corresponding application in accordance with the timetable of the programme. Within the framework of this programme, DEVA organised the procedure for renewing the accreditation of official university bachelor's and master's degrees falling under the authority of the Autonomous Community of Andalusia for the 2014/2015 academic year.

The evaluation procedure and criteria are included in the *Guide for Renewing the Accreditation of University Bachelor's and Master's Degrees in Andalusia*, approved in December 2014 by DEVA's Technical Commission of Evaluation and Accreditation and published on the website prior to the start of the procedure.

The renewal of accreditation for a university degree entails confirmation that the implementation of the Programme of Studies has taken place in accordance with the verified

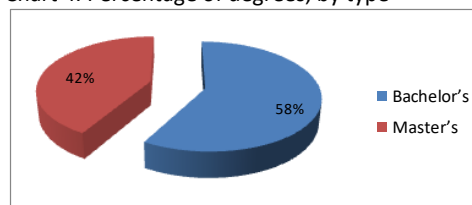
statement and that the students have completed their training satisfactorily, acquiring the competences established, in accordance with the degree’s development criteria as set out in its initial provisions and the recommendations contained in the verification, modification and, if applicable, monitoring reports.

Andalusian universities submitted 103 degrees – 60 bachelor’s and 43 master’s degrees – for accreditation renewal in the 2014/2015 programme.

Table 6. Degrees by type

TYPE OF DEGREE	Total
Bachelor’s	60
Master’s	43

Chart 4. Percentage of degrees, by type

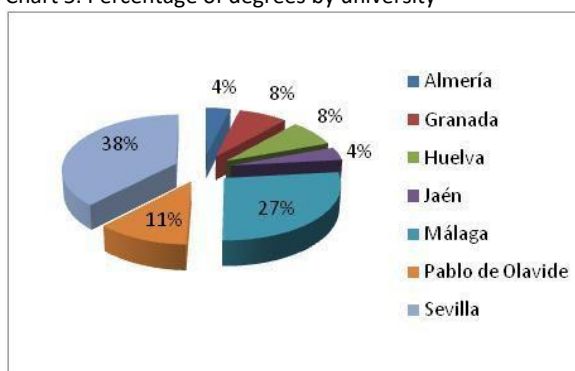


Seven Andalusian universities participated in this first programme. The University of Almería submitted four degrees, the University of Granada submitted eight, as did the University of Huelva, the University of Jaén submitted four, the University of Málaga 28, Pablo de Olavide University 12 degrees and the University of Seville submitted the most with a total of 39 degrees.

Table 7. Degrees by University

UNIVERSITY	Total
Almería	4
Granada	8
Huelva	8
Jaén	4
Málaga	28
Pablo de Olavide	12
Seville	39
Total	103

Chart 5. Percentage of degrees by university

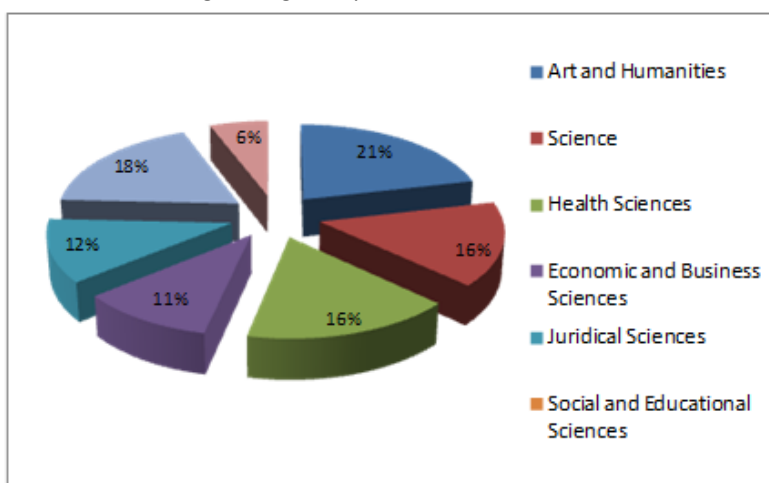


The degrees submitted were divided into seven branches of knowledge: 22 belonging to the Art and Humanities branch, 16 to Science, 17 to Health Sciences, 11 to Economic and Business Sciences, 12 to Juridical Sciences, 19 to Social and Educational Sciences and six to the branch of Engineering and Architecture.

Table 8. Degrees by CAU branch

RAMA CAU	TOTAL
Art and Humanities	22
Science	16
Health Sciences	17
Economic and Business Sciences	11
Juridical Sciences	12
Social and Educational Sciences	19
Engineering and Architecture	6
Total	103

Chart 6. Percentage of degrees by CAU branch



In order to carry out the Accreditation Renewal Programme for University Bachelor's and Master's Degrees, DEVA calls upon the expertise of evaluators with various profiles who make up seven commissions covering a range of knowledge areas. The composition, selection, appointment and functions are subject to the provisions of the DEVA document entitled *Procedure for the Selection, Appointment and Functions of Evaluators*.

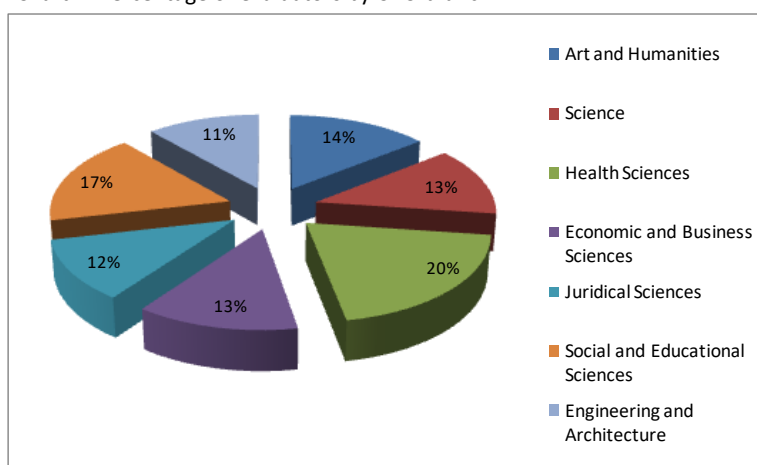
The appointment of the branch commission members took place after they attended a day of training and the presentation of the programme, and once the candidates' willingness to participate and their acceptance of the code of ethics had been secured. The training day was held on 24 February at the DEVA offices and involved the participation of all the evaluators, the head of the University Evaluation and Accreditation team and the technical members of the team.

Within the framework of the DEVA procedure, the degrees were assigned to the evaluators in accordance with the degree's and the evaluator's own branch of knowledge. In total 70 evaluators took part divided into seven branches of knowledge: 10 in the Art and Humanities branch, nine evaluators in Science, 14 in Health Sciences, nine in Economic and Business Sciences, eight in Juridical Sciences, 12 in Social and Educational Sciences and eight evaluators in the Engineering and Architecture branch.

Table 9. Evaluators by CAU branch

CAU BRANCH	TOTAL
Art and Humanities	10
Science	9
Health Sciences	14
Economic and Business Sciences	9
Juridical Sciences	8
Social and Educational Sciences	12
Engineering and Architecture	8
Total	70

Chart 7. Percentage of evaluators by CAU branch

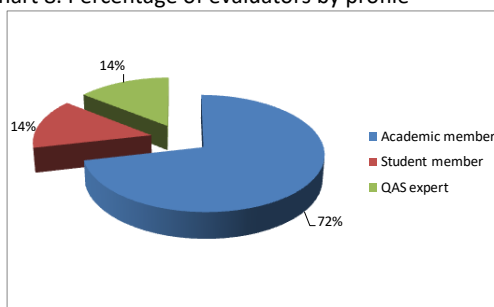


The commission proposal was made bearing in mind the number and scope of the degrees submitted. The evaluators were chosen on the basis of three profiles: academic evaluators, evaluators with expertise in quality assurance systems and student evaluators. Thus the seven commissions published on the website comprised 50 academics, 10 quality assurance system (QAS) experts and 10 students.

Table 10. Evaluators by profile

PROFILE	TOTAL
Academic member	50
Student member	10
QAS expert	10
Total evaluators	70

Chart 8. Percentage of evaluators by profile



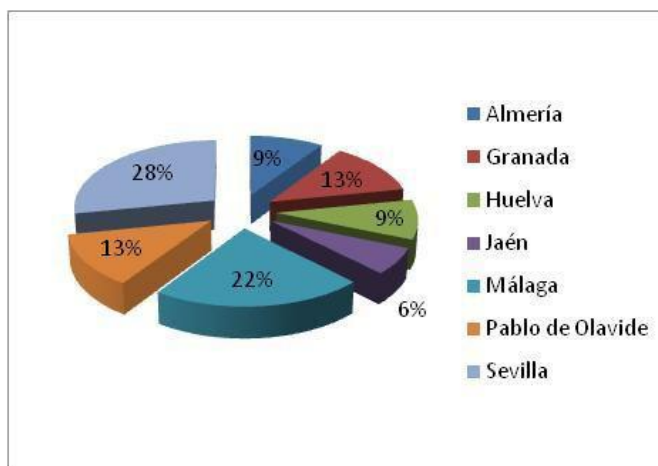
As a fundamental part of the process and as a response to the provisions of article 25 of Royal Decree 1393/2007, site visits were made at the universities participating in the renewal of accreditation. The programme of visits was designed by DEVA taking account of both the evaluators and the universities.

The visits began on 7 April at the universities of Málaga and Seville and finished at the University of Huelva with the visit of the health sciences commission on 4 July 2015. A total of 32 visits covering the seven participating universities were made. Three visits were made to the University of Almería, four to the University of Granada, three to the University of Huelva, two to the University of Jaén, seven to the University of Málaga, four to Pablo de Olavide University and nine to the University of Seville.

Table 11. Visits by university

UNIVERSITY	DEGREES
Almería	3
Granada	4
Huelva	3
Jaén	2
Málaga	7
Pablo de Olavide	4
Seville	9
Total	32

Chart 9. Percentage of visits by university

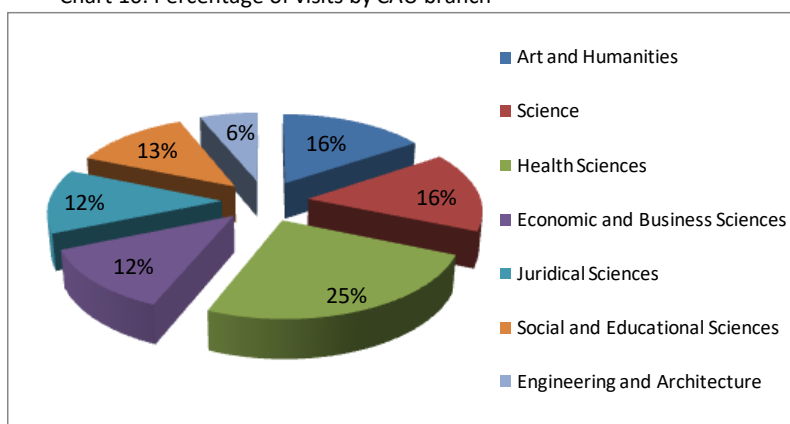


The distribution of the visits reflected the branch of knowledge of the degrees being evaluated; thus five of the visits belonged to the Art and Humanities branch, five to the Science branch, eight to Health Sciences, four to Economic and Business Sciences, four to Juridical Sciences, four to Social and Educational Sciences and two to Engineering and Architecture.

Table 12. Visits by CAU branch

CAU BRANCH	TOTAL
Art and Humanities	5
Science	5
Health Sciences	8
Economic and Business Sciences	
Juridical Sciences	4
Social and Educational Sciences	4
Engineering and Architecture	2
Total	32

Chart 10. Percentage of visits by CAU branch



DEVA specialists accompanied the commissions on the site visits, a total of 32 visits, distributed between seven universities and carried out over 10 weeks.

Table 13. Dates of the site visits for the 2014/2015 academic year.

UNIVERSITY	CAU BRANCH	Visit dates
University of Almería	Science	11-12 May
	Health Sciences	08 May
	Juridical Sciences	30 April
University of Granada	Art and Humanities	18-19 May
	Science	18-19 May
	Health Sciences	19 May
	Economic and Business Sciences	14-15 May
	Social and Educational Sciences	20-21 May

University of Huelva	Science	28-29 May
	Health Sciences	03-04 June
	Juridical Sciences	02-03 June
	Social and Educational Sciences	02-03 June
University of Jaén	Science	27-28 April
	Health Sciences	27-28 April
	Engineering and Architecture	27-28 April
University of Málaga	Art and Humanities	15-16-17 April
	Science	13-14-15 May
	Health Sciences	07-08-09 April
		06-07 May
	Economic and Business Sciences	20-21 May
	Juridical Sciences	20-21 May
	Social and Educational Sciences	27-28-29 April
Engineering and Architecture	29-30 April	
Pablo de Olavide University	Art and Humanities	25-26-27 May
	Economic and Business Sciences	09-10 April
	Juridical Sciences	04-05 May
	Social and Educational Sciences	06-07 May
University of Seville	Art and Humanities	27-28-29 April
		27-28-29 May
	Science	18-19-20 May
	Health Sciences	14-15 April
		29-30 April
	Economic and Business Sciences	07-08 April
	Juridical Sciences	07-08-09 April
	Social and Educational Sciences	11-12-13 May
Engineering and Architecture	13-14 April	

The length of the visits depended on the number of degrees, but in all cases the evaluators interviewed all the stakeholders involved in all the degrees: university management, those responsible for the degree, teaching staff, students, administrative and service staff, graduates and employers. The facilities were also inspected during the visits.

Once the accreditation renewal commission had reconvened, the provisional reports were sent out between 24 June and 3 July. After the deadline for observations from the universities elapsed (20 calendar days), the commission considered the observations and drew up the final reports. The final reports were sent out between 30 July and 7 August.

6. RESULTS OF THE REPORTS

This section contains an analysis of the results of the evaluations carried out on the 103 degrees that participated in the evaluation process during the 2014/2015 programme.

The criteria analysed are as follows:

- Criterion 1. Publicly-available information.
- Criterion 2. Quality assurance system.
- Criterion 3. Design, organisation and development of the educational programme.
- Criterion 4. Teaching staff.
- Criterion 5. Infrastructure, services and provision of resources.
- Criterion 6. Learning outcomes.
- Criterion 7. Satisfaction and performance indicators.

Each of these criteria were rated in accordance with the following levels:

- A. Exceeded.
- B. Attained.
- C. Attained in part.
- D. Not attained.

This section includes the most significant aspects of the degrees that were assessed. Thus an analysis of the qualitative ratings is set out and a general account of the improvement initiatives that the assessed degrees were advised to implement.

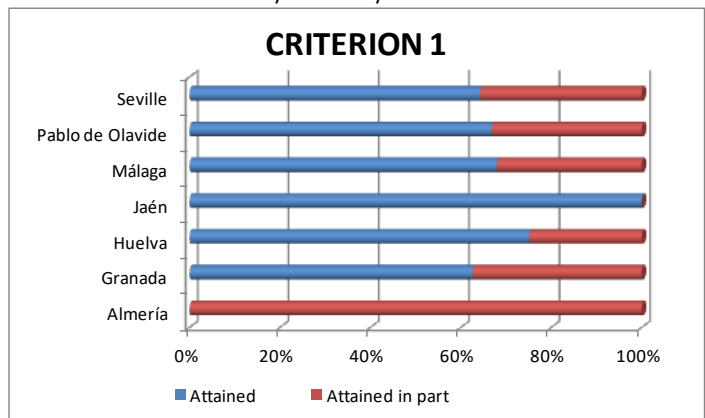
Publicly-available Information

All the degrees evaluated had websites providing relevant information about the degree. The majority of them were up to date and had information about the characteristics of the educational programme.

Table14. Criterion 1 results by university

	Attained	Attained in part	Total degrees
Almería	0	4	4
Granada	5	3	8
Huelva	6	2	8
Jaén	4	0	4
Málaga	19	9	28
Pablo de Olavide	8	4	12
Seville	25	14	39
Total	67	36	103

Chart 11. Criterion 1 results by university



The shortcomings detected in the degrees' publicly-available information were linked to the need to implement the following improvement initiatives:

- Provide information about the **entry profiles** for the degree, in terms of the prior education most appropriate for students wishing to access the course.
- Include in the degree website information about initiatives to raise awareness of the **QAS** relating to its operation, objectives and processes.
- Publish on the degree website the procedure specifying the criteria for assigning **end-of-**

degree dissertation tutors, as well as a list of themes on which students can base such dissertations.

- Publish on the degree website the entities, businesses, institutions, companies, etc. where the students can carry out their **internships**.
- Provide integrated information about the **academic staff** participating in teaching the degree, supplying specific information about their areas of knowledge, departments, academic rank, research interests, tutoring and contact details, etc.
- Provide information about horizontal and vertical **coordination** mechanisms.
- Provide information about the most important **indicators** in running the degree, establishing external comparisons that help to determine its evolution.
- Provide information about **satisfaction levels among all stakeholder groups** (students, teaching staff, administrative and service staff, graduates and employers).
- Raise awareness of the **Improvement Plan** by publishing it on the website.

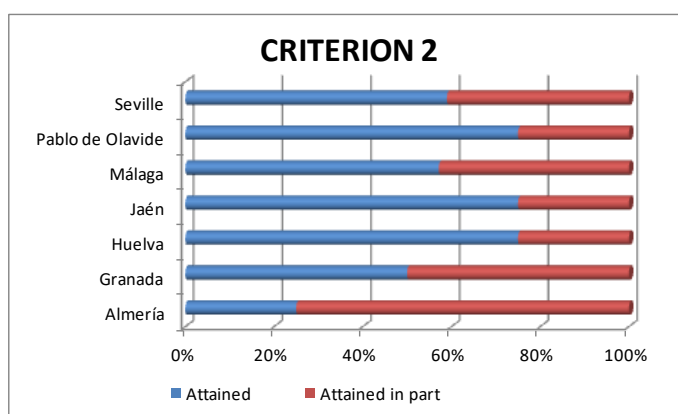
Quality Assurance System

All the degrees evaluated had a Quality Assurance System with procedures that ensure the continuous improvement of the degree.

Table15. Criterion 2 results by university

	Attained	Attained in part	Total degrees
Almería	1	3	4
Granada	4	4	8
Huelva	6	2	8
Jaén	3	1	4
Málaga	16	12	28
Pablo de Olavide	9	3	12
Seville	23	16	39
Total	62	41	103

Chart 12. Criterion 2 results by university



The shortcomings found in the degrees' quality assurance systems are linked to the need to implement the following improvement initiatives:

- Improve the **systematisation and presentation of the various indicators** that reflect the quality of the degree.
- Increase the levels of dissemination and knowledge of the QAS among the degree's **stakeholders**, with the aim of achieving **greater involvement and participation** in the procedures envisaged in the QAS.

- Establish **procedures** that gauge the **satisfaction levels** of all the stakeholders involved (students, teaching staff, administrative and service staff, graduates and employers). The information should be presented in a sufficiently contextualised way, with the number of people providing ratings, the scales that are used, a link to the survey concerned, etc.
- Establish a specific and systematic **Improvement Plan** for the degree, where the degree’s enhancement initiatives are consistently set out.
- **Respond to the recommendations contained in the verification reports**, as well as potential modification and monitoring reports for the degree.

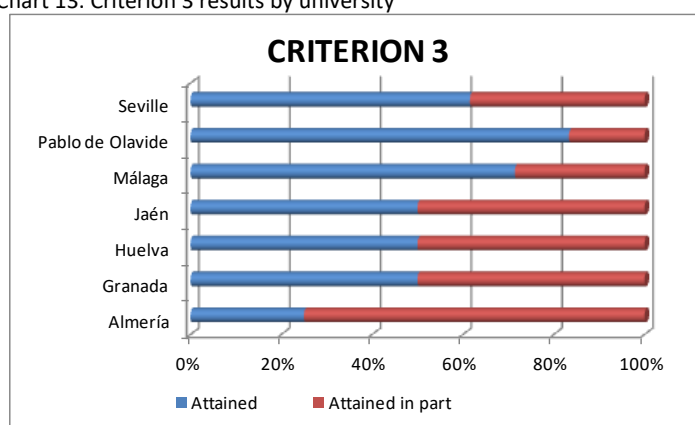
Design, Organisation and Development of the Educational Programme

All the degrees evaluated had an up-to-date educational programme design that was reviewed periodically, incorporating, if applicable, improvement initiatives.

Table 16. Criterion 3 results by university

	Attained	Attained in part	Total degrees
Almería	1	3	4
Granada	4	4	8
Huelva	4	4	8
Jaén	2	2	4
Málaga	20	8	28
Pablo de Olavide	10	2	12
Seville	24	15	39
Total	65	38	103

Chart 13. Criterion 3 results by university



The shortcomings found in the design, organisation and development of the degrees’ educational programmes are linked to the need to implement the following improvement initiatives:

- Establish a **teaching coordination** plan, indicating who is in charge, its functions and initiatives aimed at its improvement, etc. The coordination should cover academics with teaching responsibilities in the same subjects, the teaching staff of various subjects and the departments with teaching responsibilities in the degree.
- Establish the procedure specifying the criteria used to assign **end-of-degree dissertation** tutors, as well as a list of themes on which students can base such dissertations.
- Establish a procedure to underpin **internships** and streamline the procedure for the assignment of internship placements by the university and companies. The system for supervising and evaluating such practices should be established in the procedure.
- Establish a timetable that is adjusted to the teaching weeks with classes and to the official calendar established by the university, ensuring the delivery of the content

envisaged in the set of subjects, the carrying out of the internships and the submission of the end-of-degree dissertations in the official convocations. **Students should be able to complete the qualification in the time officially envisaged.**

- Establish a procedure to invigorate students’ external and internal **mobility**.

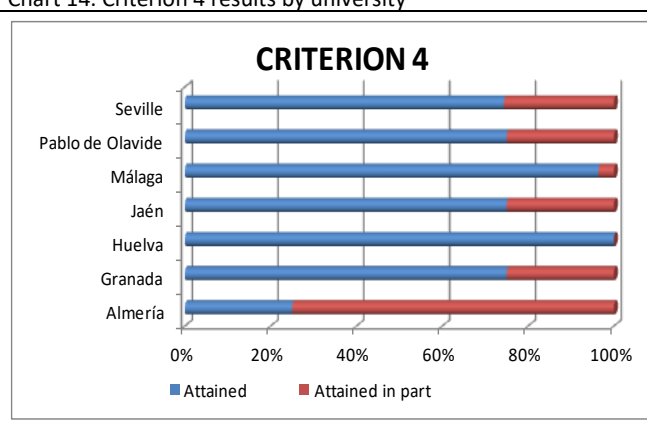
Teaching staff

All the degrees evaluated have a sufficient and appropriate teaching staff for ensuring the acquisition of competences on the part of the students.

Table 17. Criterion 4 results by university

	Attained	Attained in part	Total degrees
Almería	1	3	4
Granada	6	2	8
Huelva	8	0	8
Jaén	3	1	4
Málaga	27	1	28
Pablo de Olavide	9	3	12
Seville	29	10	39
Total	83	20	103

Chart 14. Criterion 4 results by university



The shortcomings found in the degrees’ teaching staff are linked to the need to implement the following improvement initiatives:

- Broaden and diversify the involvement of the teaching staff in the tutoring of **internships**, giving greater visibility to this task and the relationship they establish with the professional tutors in the entities, companies, centres, etc. that collaborate in the educational processes.
- Foment **internationalisation**, intensifying academic contacts with universities in other countries. Broaden and diversify the involvement of the teaching staff in the tutoring of students’ external and internal **mobility**.
- Select teaching staff in accordance with criteria of specialisation, research interests and scientific output. Maintain the selection of teaching staff, to the extent that it is feasible, taking into account their specialisation and mastery of the material that is taught in the degree.
- Incentivise the participation of the teaching staff in **training and teaching innovation** activities related to the degree.

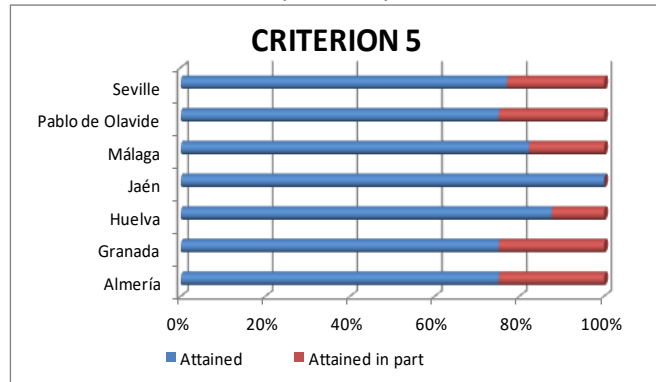
Infrastructure, Services and Provision of Resources

All the degrees had the infrastructure, resources and services appropriate to the proper delivery of the educational programme.

Table 18. Criterion 5 results by university

	Attained	Attained in part	Total degrees
Almería	3	1	4
Granada	6	2	8
Huelva	7	1	8
Jaén	4	0	4
Málaga	23	5	28
Pablo de Olavide	9	3	12
Seville	30	9	39
Total	82	21	103

Chart 15. Criterion 5 results by university



No significant weaknesses were detected in the infrastructure or provision of resources in the degrees being evaluated; the shortcomings found under this criterion were linked to the **academic and vocational guidance** services of the degrees in question, specifically the need to implement the following improvement initiative:

- Establish and strengthen **academic and vocational guidance** initiatives aimed at students enrolled in the degree.

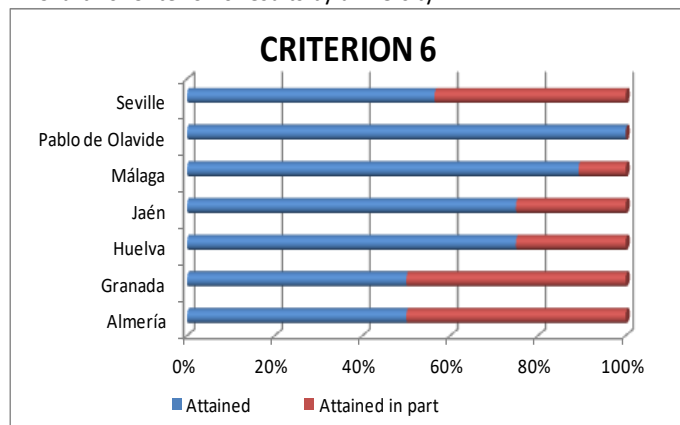
Learning Outcomes

Students enrolled in all the degrees submitted were assessed using public criteria, rules and procedures that were applied in a way that is consistent with the characteristics of the educational programme.

Table 19. Criterion 6 results by university

	Attained	Attained in part	Total Degrees
Almería	2	2	4
Granada	4	4	8
Huelva	6	2	8
Jaén	3	1	4
Málaga	25	3	28
Pablo de Olavide	12	0	12
Seville	22	17	39
Total	74	29	103

Chart 16. Criterion 6 results by university



The shortcomings detected involving the learning outcomes of the degrees evaluated were linked to the need to implement the following improvement initiative:

- Institute initiatives that enable the learning outcomes of the **end-of-degree dissertations** to be improved. There are some inconsistencies in the timetabling of **end-of-degree dissertations**, given that between the official calendar of convocations and the students' submission of their dissertations this has a negative impact on the scoring of the learning

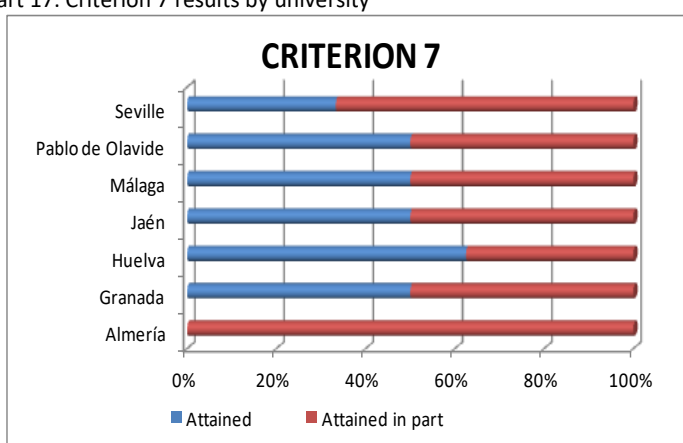
outcomes in the satisfaction levels and the CURSA indicators for the degree.

Satisfaction and Performance Indicators

All the degrees had developed procedures for determining satisfaction levels among the stakeholders involved in the educational programme and the academic performance; this information was used for decision-making and improving the educational programme.

Table 20. Criterion 7 results by university Chart 17. Criterion 7 results by university

	Attained	Attained in part	Total Degrees
Almería		4	4
Granada	4	4	8
Huelva	5	3	8
Jaén	2	2	4
Málaga	14	14	28
Pablo de Olavide	6	6	12
Seville	13	26	39
Total	44	59	103



The shortcomings detected involving the satisfaction and performance indicators of the degrees evaluated were linked to the need to implement the following improvement initiatives:

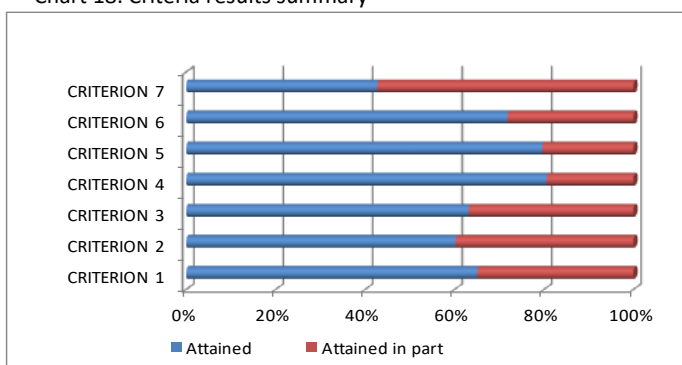
- Include **participation rates** in the information provided by the QAS in all the **indicators** that require it, so as to enable the results obtained to be properly interpreted.
- Provide information (indicators, satisfaction levels, etc.) about **internships** for all the groups involved: academic tutors, external tutors and students.
- Assess the appropriateness of **employment rates**, as well as **graduates' levels of satisfaction** with the degree.
- Carry out studies of the **viability** of the degree.

In general the degrees amply met the standards set; the criterion that had the lowest rate of compliance was criterion 7: Satisfaction and performance indicators.

Table 21. Criteria results summary

	Attained	Attained in part	Total
CRITERION 1	67	36	103
CRITERION 2	62	41	103
CRITERION 3	65	38	103
CRITERION 4	83	20	103
CRITERION 5	82	21	103
CRITERION 6	74	29	103
CRITERION 7	44	59	103

Chart 18. Criteria results summary



Once the 103 degrees submitted to the 2014/2015 programme had been evaluated, all the accreditation renewal reports issued by DEVA were favourable. The evaluations showed that none of the degrees were failing to fulfil the commitments made in their verified statements or in their subsequent modifications in terms of teaching staff, infrastructure, services and provision of resources or learning outcomes.

All the reports are published on the DEVA website: <http://deva.aac.es/?id=informestitulos>

7. EVALUATORS' SATISFACTION WITH THE EVALUATION PROCESS

Once the evaluation period had come to an end, the AAC wanted to determine the degree of satisfaction among the evaluators who had participated in the process, such that analysis of the information might enable improvement measures to be taken.

To this end a questionnaire was created and sent out to the 70 evaluators who had participated in the accreditation renewal process for official degrees.

The participating evaluators were divided into three profiles: 50 academics, 10 students and 10 QAS experts. 53 completed questionnaires were received, of which 38 were from academics, nine from students, five from QAS experts and one from an unidentified profile, representing a response rate of 75.71% of the total: 76% of academics, 90% of students and 50% of QAS experts.

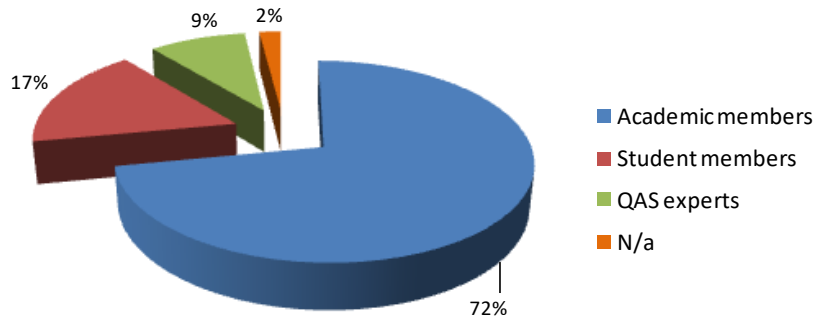
The questionnaire, which asked about levels of satisfaction in a number of areas, was divided into two main sections: the first section had to be completed by all the evaluators who had participated in the accreditation renewal process and the second section was aimed only at the evaluators who had taken part in the site visits.

The ratings scale reflected various degrees of satisfaction ranging from 1: Excellent to 5: Deficient. In addition to their ratings respondents were asked to identify positive aspects in need of strengthening and areas for improvement.

The results of the satisfaction questionnaires are presented globally using charts and a brief analysis of the weaknesses and areas for improvement mentioned by the respondents.

The chart below shows the proportion of responses accounted for by each of the evaluator profiles involved in the accreditation renewal commission.

Chart 19. Satisfaction survey. Evaluator profiles

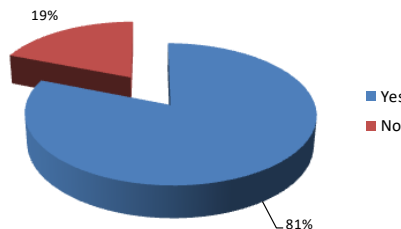


SECTION I. General aspects.

This section was completed by all the evaluators and referred to general aspects of the evaluation process.

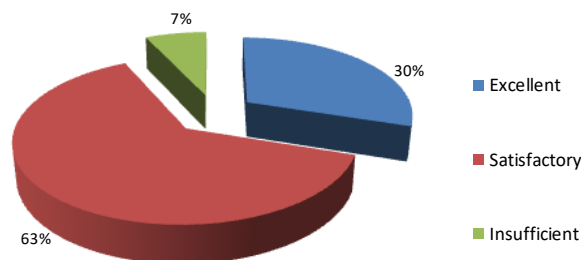
Before embarking on the evaluation process, the evaluators received a training session. The training day for accreditation renewal took place at the DEVA offices on 24 February 2015. 81% of the evaluators who took part in the process attended this training activity.

Chart 20. Satisfaction survey. Training day



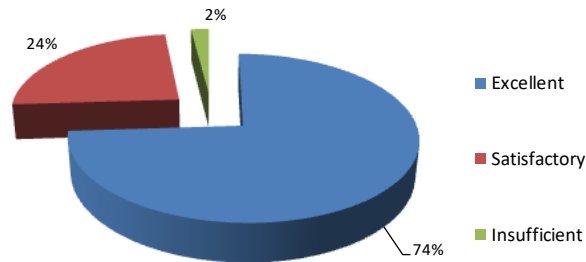
The ratings given to satisfaction with the training activity were highly positive. 93% of respondents rated it as either excellent or satisfactory.

Chart 21. Satisfaction survey. Satisfaction with training day



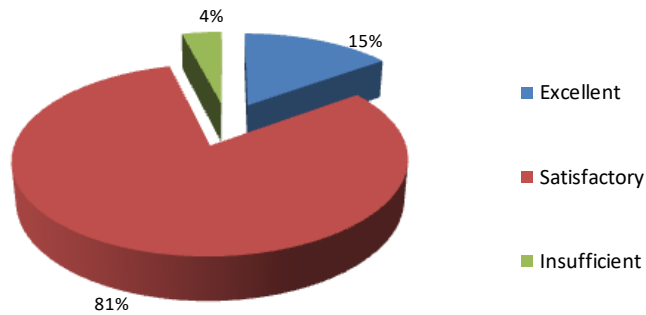
The respondents rated the technical support received from DEVA highly, with 74% describing it as excellent and 24% as satisfactory.

Chart 22. Satisfaction survey. DEVA technical support



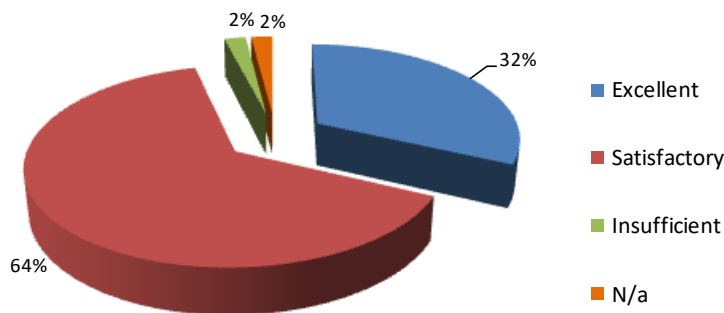
The IT application, a fundamental tool in the evaluation process, was rated as satisfactory by 81% of respondents and excellent by 15%.

Chart 23. Satisfaction survey. IT application



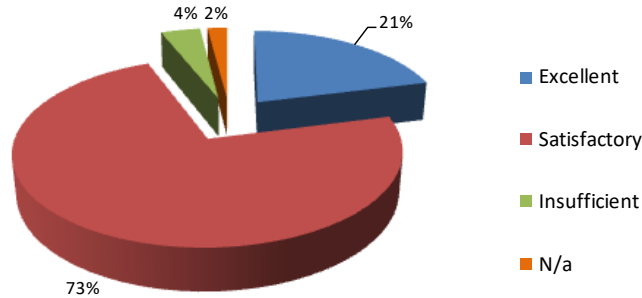
Turning next to the accreditation renewal guide, the respondents generally found it appropriate, with 96% of evaluators rating it as either excellent or satisfactory.

Chart 24. Satisfaction survey. Accreditation guide



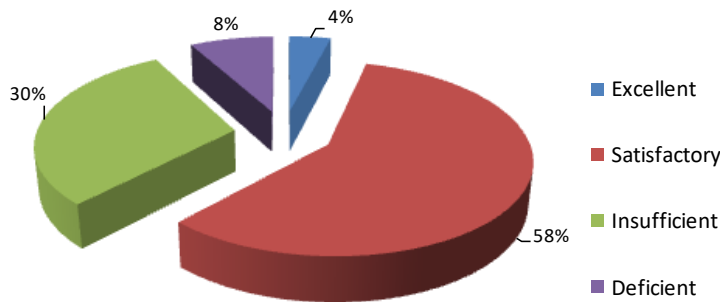
The various support documents used by the evaluators during the evaluation process were also rated. As is evident from the chart below, 73% of respondents deemed them satisfactory and 21% as excellent.

Chart 25. Satisfaction survey. Evaluation support documents



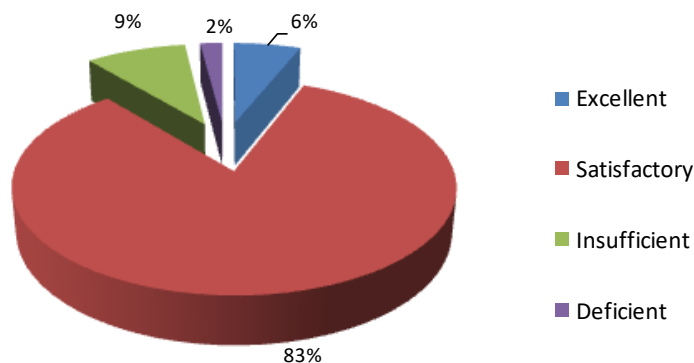
The format of the self-assessed reports submitted by the universities and access to the evidence supplied was rated by the respondents as an aspect to be improved. 30% of respondents deemed them insufficient and 8% deficient, although 62% thought them satisfactory or excellent.

Chart 26. Satisfaction survey. Format of the self-assessed report submitted by universities and access to the evidence provided.



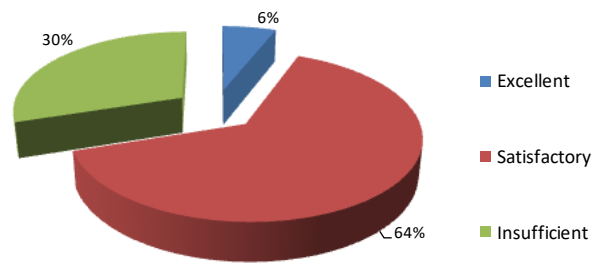
The satisfaction ratings awarded to the format of the evaluation templates and the accreditation reports showed that 83% of respondents rated them as satisfactory, 11% as insufficient or deficient and 6% as excellent.

Chart 27. Satisfaction survey. Format of the evaluation template and the accreditation reports



The timeframes established for carrying out individual evaluations received a positive rating with 64% describing them as satisfactory, although 30% of respondents rated them as insufficient.

Chart 28. Satisfaction survey. Timeframes established for carrying out individual evaluations

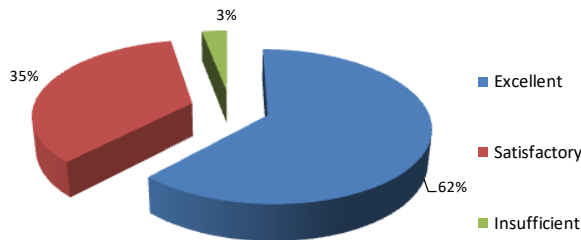


SECTION II: Site visits

The results for section 2, where only the evaluators who took part in site visits responded, are set out below.

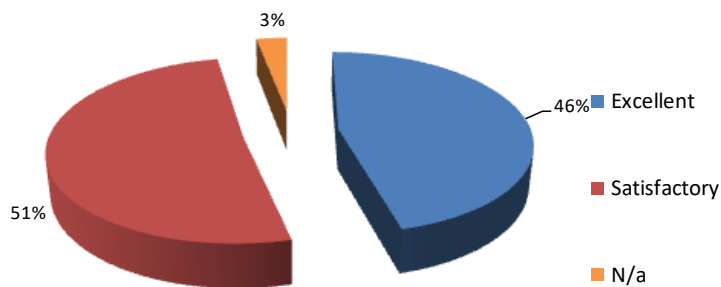
The respondents viewed DEVA’s organisation of the visit in very positive terms, with 62% describing it as excellent and 35% as satisfactory.

Chart 29. Satisfaction survey. Organisation of the visit by DEVA



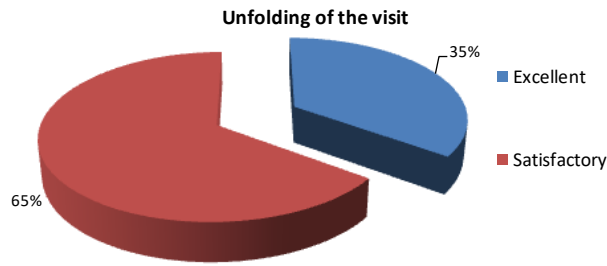
As far as the organisation of the visit by the university was concerned, respondents rated it as generally appropriate, with 46% classifying it as excellent and 51% as satisfactory.

Chart 30. Satisfaction survey. Organisation of the visit by the university



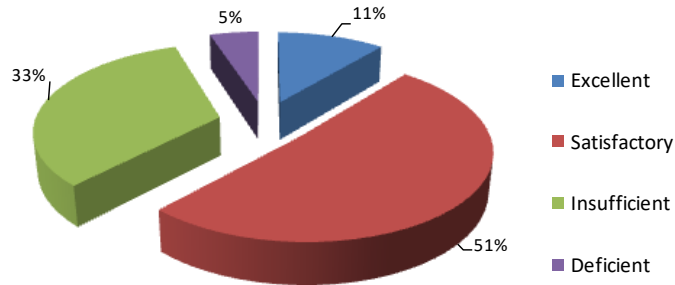
The way the visit unfolded was also viewed positively: as may be seen from the following chart, 100% of respondents described this aspect as either satisfactory or excellent.

Chart 31. Satisfaction survey. Unfolding of the visit



The duration of the visit was not so highly rated, with 38% of respondents deeming it to be insufficient or deficient, while 62% rated it as satisfactory or excellent.

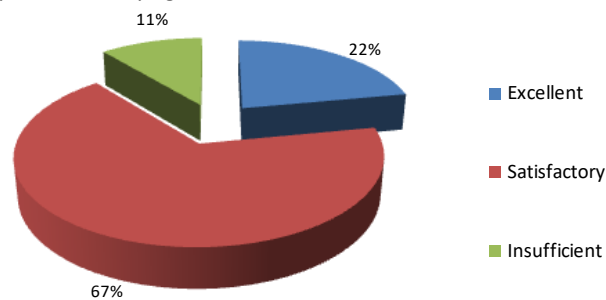
Chart 32. Satisfaction survey. Duration of the visit



Turning next to the deadlines established over the course of the evaluation, respondents were asked to rate three aspects: the dates for carrying out the visits, the dates for drawing up the site visit reports and the dates for the provisional reports.

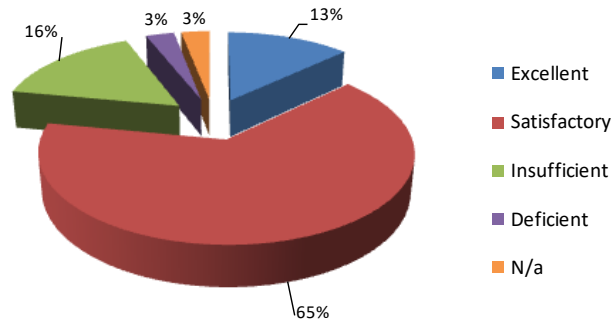
In terms of the date for carrying out the visits, 67% of respondents deemed them satisfactory, 22% as excellent and 11% as insufficient.

Chart 33. Satisfaction survey. Date of carrying out visits



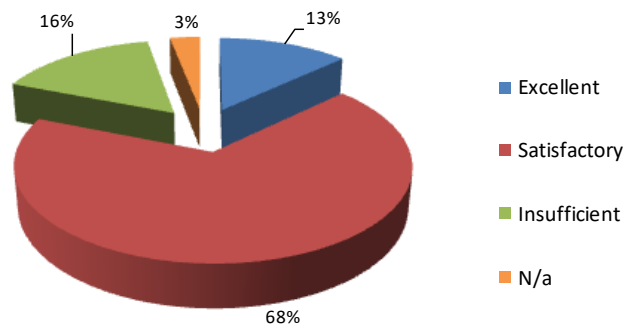
As far as respondents' views of the deadlines for drawing up site visit reports are concerned, 65% classified them as satisfactory, 16% as insufficient, 13% as excellent and 3% as deficient.

Chart 34. Satisfaction survey. Site visit reports



Finally, the deadlines established for drawing up the provisional reports were deemed to be satisfactory by 68% of the respondents, 13% rated them as excellent and 16% as insufficient.

Chart 35. Satisfaction survey. Provisional reports.



The evaluators were asked to use the last two boxes of the satisfaction survey to note any positive aspects of the process and to suggest improvement initiatives. Their contributions are set out below.

Positive aspects

- Notable among the positive aspects was the importance placed on the **technical support** offered by DEVA staff, their understanding and ability to attend to any query.
- As far as DEVA's **organisation of the proceedings** was concerned, the facilities that were provided to the visiting commissions (panels) were highlighted. The system used to reserve travel and accommodation was also highly rated.
- The **presence of a DEVA specialist** during the **site visits** was deemed to be very important. This was due to the fact that he or she was perceived as a great support for improving the procedures adopted by the visiting commissions/panels.
- The **consensus meetings** to achieve coordination within the branch of knowledge and between the various branches.
- The IT application.
- Training days.
- Appropriate and well-structured guides.

Improvement initiatives

- In the **training sessions**, less general explanation and run workshops.
- The IT application, (extend the refresh times).
- The universities' self-assessed evaluation reports should be cut down further and



- follow the structure put forward by DEVA, with the aim of **unifying the self-assessed report submission criteria** for all universities.
- The universities should be instructed in the need to **place all the evidence at the evaluators' disposal** in a place that is accessible from the moment they deliver the accreditation renewal self-assessed reports.
 - The **site visit sessions** are excessively long for the evaluators, the technical support staff and the university staff, exceeding the maximum legal working day (8 hours' work). The number of degrees, duration and dates of the visit must be amended.
 - Carry out visits of all the centres where a degree is taught.
 - Include periods for the internal work of the commission in the visit timetables.
 - Arrange meetings of the commission prior to the visit in order to be able to make a joint evaluation and discuss the partial evaluation of each evaluator.
 - Simplify the **site visit report**.
 - **Extend the deadlines** for drawing up the various reports.
 - The **evaluation templates** are repetitive: similar information is repeatedly requested.
 - **Information regarding the final outcome** to all the evaluators.

8. UNIVERSITIES' SATISFACTION WITH THE EVALUATION PROCESS

Once the evaluation period had come to an end, a satisfaction questionnaire was sent out to the universities involved in the accreditation renewal process for bachelor's and master's degrees in Andalusia.

The questionnaire was divided into seven sections to determine the degree of satisfaction with various aspects of the evaluation procedure:

- Accreditation renewal procedure.
- Evaluation criteria.
- Support tools.
- Site visit.
- Reports and results.
- DEVA personnel involved in the accreditation renewal process.
- Satisfaction.

In total, 48 completed questionnaires were received.

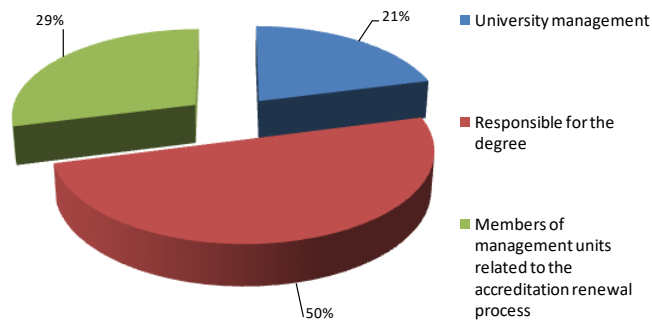
The rating scale ranged from 1: Very satisfied to 5: Very dissatisfied. Respondents were also asked to make any comments they deemed to be appropriate in each section.

The results of the satisfaction questionnaires are presented globally using charts and a brief analysis of the important aspects referred to in the various sections set aside for respondents' observations.

Identifying details

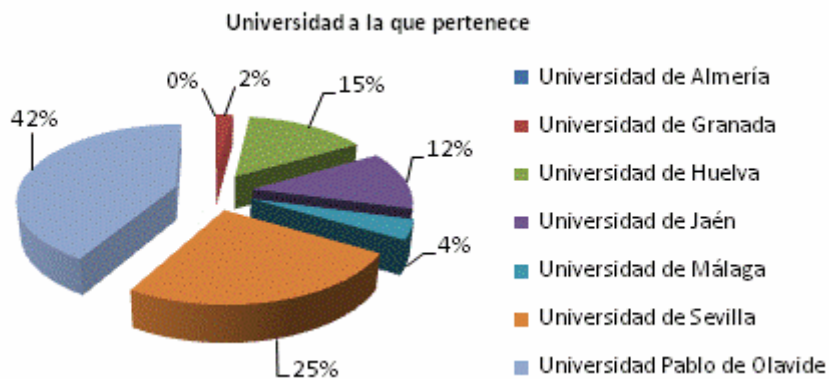
The charts below show the respondents broken down by their user profiles and by university:

Chart 36. Profile.



The largest group of respondents, representing 50% of the total, consisted of those with responsibilities for the degree and related to the accreditation renewal process.

Chart 37. Respondents' university.

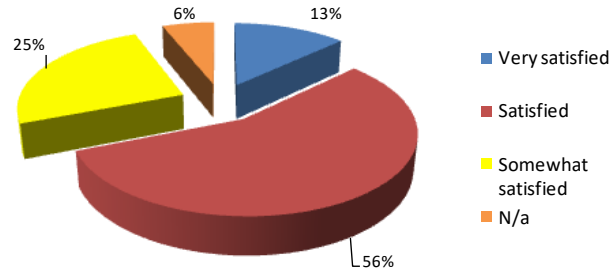


Responses to the questionnaire were received from all universities except the University of Almería.

Accreditation Renewal Procedure

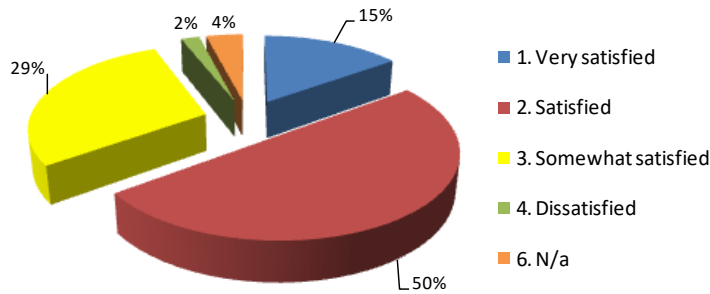
Regarding the accessibility of information about the procedure published on the DEVA website, 13% of respondents described themselves as very satisfied, 56% as satisfied and 25% as somewhat satisfied.

Chart 38. Accessibility of the information about the procedure published on the DEVA website.



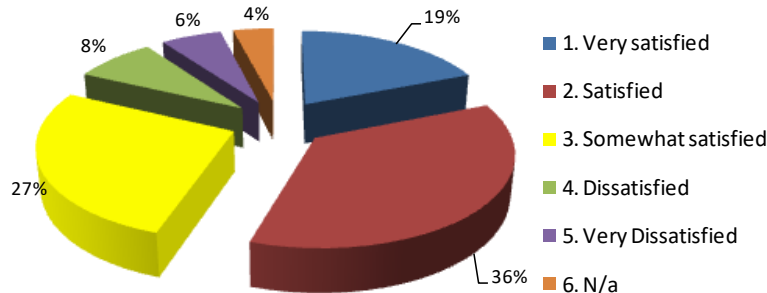
Respondents' ratings of the documentation published on the procedure were highly positive, with 65% describing themselves as either very satisfied or satisfied.

Chart 39. Documentation published on the procedure



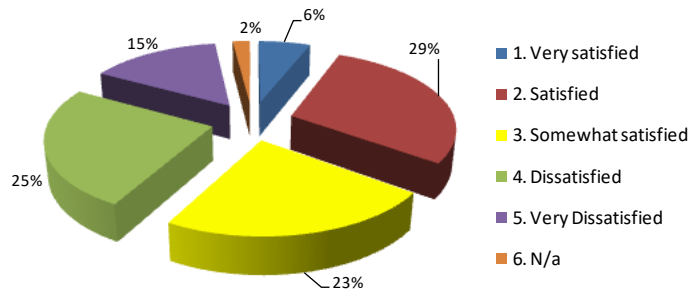
As far as the Accreditation Renewal Commission was concerned, 19% described themselves as very satisfied, 36% as satisfied and 27% as somewhat satisfied.

Chart 40. Accreditation Renewal Commission



Turning next to the deadlines established, 6% said that they were very satisfied, 29% were satisfied and 23% somewhat satisfied. 40% of respondents said they were not satisfied with the deadlines.

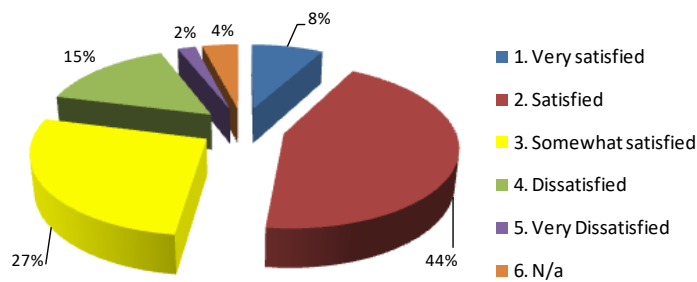
Chart 41. Deadlines established



Evaluation criteria

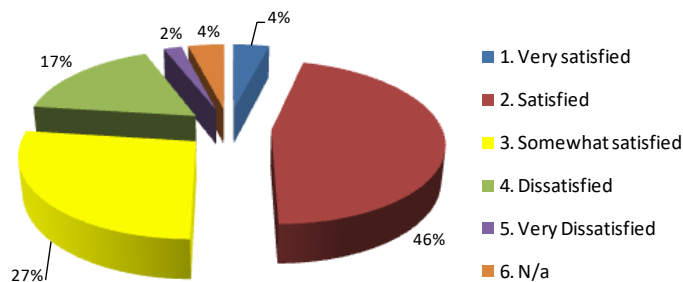
The respondents viewed the clarity in the wording of the evaluation criteria positively, with 8% describing themselves as very satisfied, 44% as satisfied and 27% as somewhat satisfied.

Chart 42. The evaluation criteria are clearly expressed



In terms of the appropriateness of the evaluation criteria, 4% said they were very satisfied, 46% were satisfied and 27% somewhat satisfied.

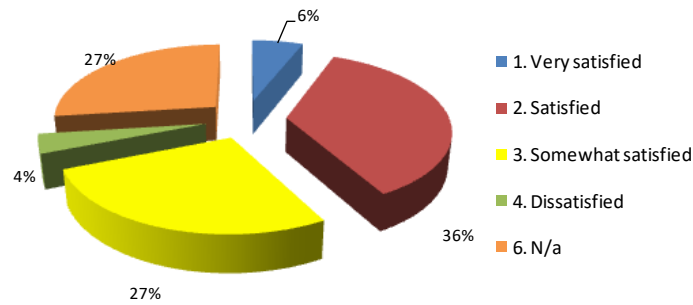
Chart 43. The evaluation criteria are appropriate



Support tools

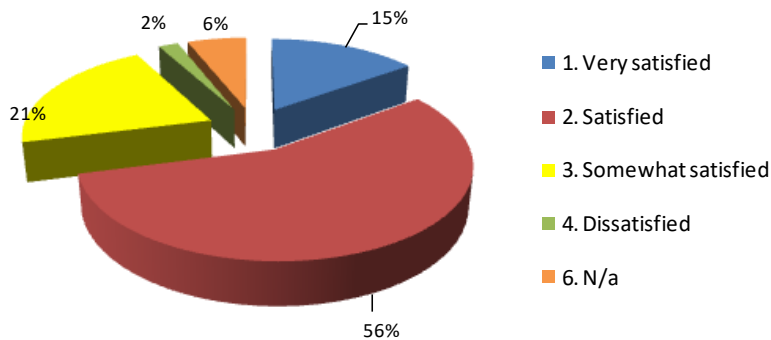
Asked about DEVA's Monitoring and Accreditation Renewal IT application, 6% reported being very satisfied, 36% satisfied and 27% somewhat satisfied.

Chart 44. DEVA's Monitoring and Accreditation Renewal IT application.



Turning next to the accreditation guide, 15% described themselves as very satisfied, 56% as satisfied and 21% as somewhat satisfied.

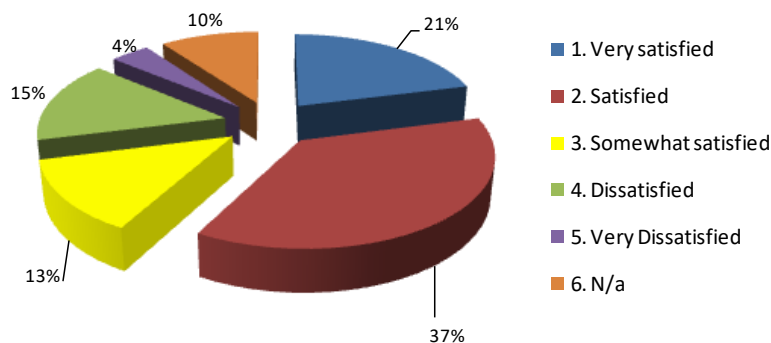
Chart 45. Accreditation guide



Site visit

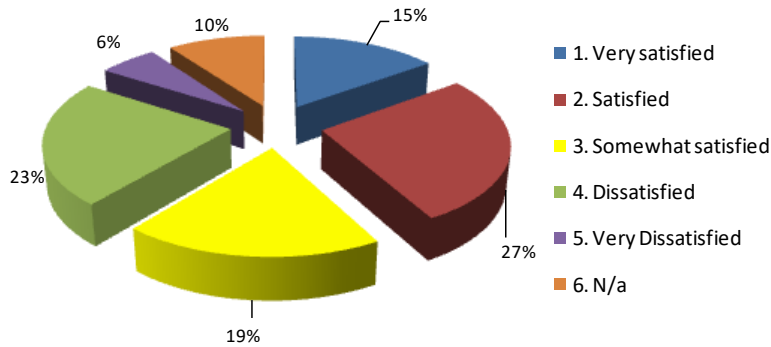
The degree of satisfaction with DEVA's management of the site visit was generally high: 21% of respondents said they were very satisfied, 37% satisfied and 13% somewhat satisfied. 19% of respondents were not satisfied with the way the site visits were managed.

Chart 46. DEVA's management of the site visit.



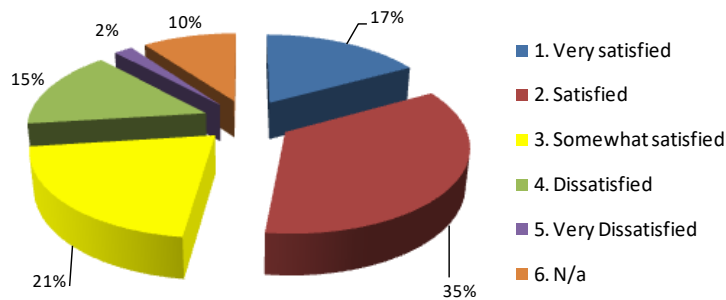
In terms of the deadlines established for carrying out the site visits, 15% reported being very satisfied, 27% were satisfied and 19% somewhat satisfied. 32% of respondents were not satisfied with the deadlines established for carrying out the site visits.

Chart 47. Deadlines established.



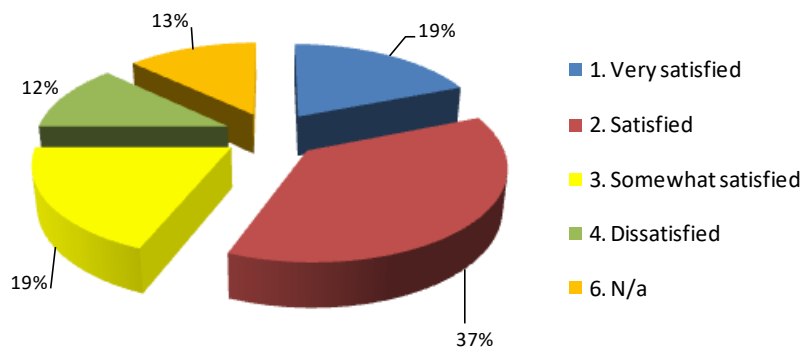
As far as the timetable for the site visit was concerned, 17% of respondents described themselves as very satisfied, 35% as satisfied and 21% as somewhat satisfied.

Chart 48. Visit timetable.



Turning next to the composition and conduct of the site visit panels, 19% said they were very satisfied, 37% were satisfied and 19% somewhat satisfied.

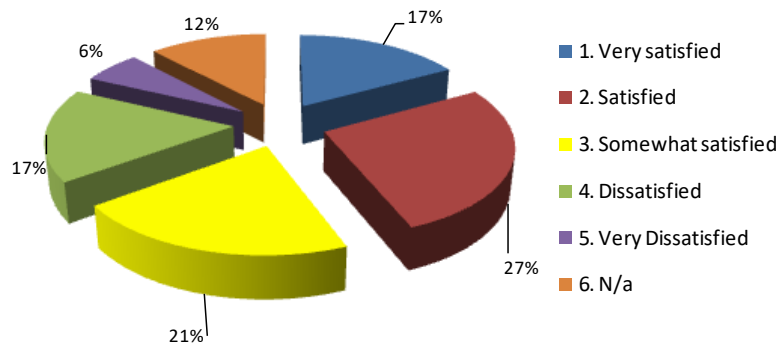
Chart 49. Composition and conduct of the site visit panels.



Reports and results

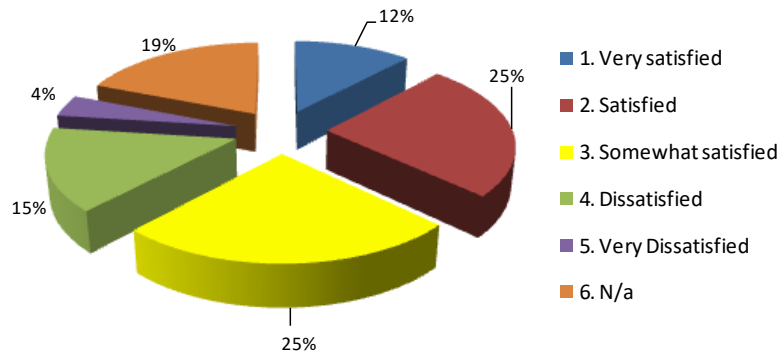
When asked to rate the contents of the reports that were issued, 17% of respondents reported being very satisfied, 27% were satisfied and 21% were somewhat satisfied. 23% of respondents described themselves as not satisfied with the contents of the reports.

Chart 50. Contents of the reports.



Regarding the usefulness of the accreditation renewal reports for improving the educational programme, 12% of respondents reported being very satisfied, 25% were satisfied and 25% were somewhat satisfied.

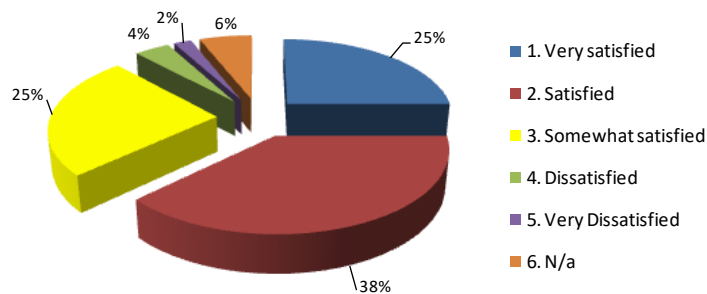
Chart 51. Usefulness of the accreditation renewal reports for improving the educational programme.



DEVA personnel involved in the accreditation renewal process

The respondents viewed the usefulness and appropriateness of the answers received to their queries very positively, with 25% describing themselves as very satisfied, 38% as satisfied and 25% as somewhat satisfied.

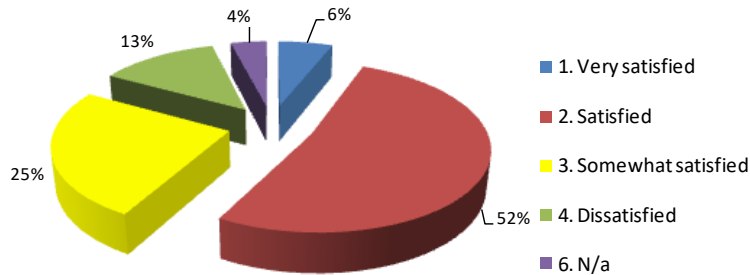
Chart 52. Usefulness and appropriateness of the answers received to queries posed.



Satisfaction

Finally, respondents were asked for their general level of satisfaction with the accreditation renewal programme (utility, viability, transparency, validity). 25% said they were very satisfied, 38% were satisfied and 25% described themselves as somewhat satisfied.

Chart 53. Rate your general satisfaction with the accreditation renewal programme (utility, viability, transparency, validity).



At the end of each section of the satisfaction questionnaire the respondents were given the chance to comment on what they deemed to be important aspects of the process. These contributions are set out below.

Positive aspects:

- DEVA staff.
- The work undertaken by the evaluators.
- It is an experience that helps to reflect on ways of improving the degree.

Improvement measures:

- Receive more advance notice of the evaluation criteria.
- Define the evaluation criteria with greater clarity.
- Incorporate a system of alerts into the IT application.
- Improve coordination in the planning of visits and extend the visit programmes.
- Avoid asking the universities for an excessive quantity of paperwork.



9. CONCLUSIONS

Getting the first accreditation renewal programme up and running has represented a challenge for DEVA. The procedure was carried out in accordance with what was planned and keeping to the pre-established timetable.

The collaboration and involvement of the universities in the process was of overriding importance to the smooth running of the programme and the communication between the universities and DEVA was fluid. The remarkable level of commitment to improving the degrees that exists among the teaching staff, the students and the administrative and service staff was evident from the visits to the universities.

The commitment of all the evaluators, without whose effort and professionalism it would not have been possible to run the programme, should also be highlighted.

One aspect that was greatly appreciated by the universities and by the evaluators themselves was the work of the DEVA personnel over the course of the process and especially as support to the external panels during the site visits. Their labours enabled cross-cutting information to be obtained on all the degrees evaluated as well as ensuring consistency in the application of the evaluation criteria.

10. META-EVALUATION, CHANGES AND IMPROVEMENTS ADOPTED 2015-2016

Once the accreditation renewal process for the 2014/2015 programme had come to an end a meta-evaluation for this first programme was carried out. This took into account not only the satisfaction questionnaires conducted among both evaluators and the universities but also the proposals collected during the meetings of the commissions and the judgements of DEVA staff. The following improvements have emerged from this review:

- Changes are going to be made to the procedure aimed at simplifying it. This entails implementing initiatives such as:
 - Each degree will be evaluated by three members of the commission of the branch to which it belongs: two academics and a student who will be responsible for carrying out the visit.
 - The observations will be reviewed by the coordinator of the visit.
- A procedure for evaluating the evaluators has been implemented and the branch commissions have been overhauled ahead of the next programme.
- The working documents of the accreditation programme have been reviewed in order to introduce those amendments that have been identified as necessary for their improvement. Thus the documents *Guidelines for Evaluators* and *Guidelines for Universities* have been reviewed, updated and improved.
- Improvements have been made to the IT application, incorporating some of the functions requested by the universities, evaluators, coordinators, chairs and secretaries of the various branch commissions.



DEVA now challenges itself with the task of defining and determining the areas of excellence of the official degrees that have been evaluated. This procedure is defined as an evaluation of minimums, in which the degrees that should continue to be classified as “official” are identified. It is necessary to harness the effort involved in getting it up and running to establish criteria and parameters that enable us to detect areas of excellence in the various degrees evaluated.



11. ANNEXES

Annex I. Satisfaction questionnaire for the evaluators involved in the accreditation renewal process

The Directorate for University Evaluation and Accreditation of the Andalusian Knowledge Agency requests your collaboration as a member of the evaluation commission for the accreditation renewal of bachelor's and master's degrees. It is very important for us to ascertain the opinions and degree of satisfaction of the people who collaborate with the agency in the evaluation processes, enabling us to incorporate improvement when reviewing our processes.

We wish to express our gratitude for the time you devote to this.

We request that you rate the items set out below using the following response options:

1. "Excellent"
2. "Satisfactory"
3. "Insufficient"
4. "Deficient"

The questionnaire is divided into two main sections; the first section should be completed by all evaluators. The second section is aimed only at those of you who took part in the site visits. If there is any particular comment or observation you wish to make, please make use of the last two open items.

Evaluator profile	
Academic	
Student	
QAS expert	

	Excellent	Satisfactory	Insufficient	Deficient
Training sessions (answer only if you attended)				
DEVA technical support				
IT application				
Accreditation guide				
Evaluation support documents				
Format of the self-assessed report submitted by the university and access to the evidence supplied				



Format of the evaluation template and the accreditation reports				
Deadlines established for carrying out the individual evaluations				

Answer the following questions only in the event of having participated in one of the **site visits**:

	Excellent	Satisfactory	Insufficient	Deficient
Organisation of the visit by DEVA				
Organisation of the visit by the university				
The way the visit unfolded				
Duration of the visit				
Deadlines established over the course of the evaluation process:				
. Date of carrying out the visits				
. Visit reports				
. Provisional reports				

Positive aspects that we should strengthen:

-
-

Improvement initiatives:

-
-



Annex II. Satisfaction questionnaire for the universities involved in the accreditation renewal programme

The Directorate for University Evaluation and Accreditation of the Andalusian Knowledge Agency requests your collaboration as an agent involved in the accreditation renewal process for official bachelor's and master's degrees.

It is very important for us to ascertain the opinion of those who receive the information and results of the evaluations that we carry out, enabling us to incorporate improvement when reviewing our processes.

By means of this questionnaire we hope to establish your opinion and degree of satisfaction with the accreditation renewal in which you have recently been involved.

We would like to express our gratitude for the time you devote to this.

For each item, please write a number that best reflects your rating of the aspect in question, bearing in mind that 1 means "Very dissatisfied" and 5 means "Very satisfied".

Very dissatisfied	Dissatisfied	Somewhat satisfied	Satisfied	Very satisfied
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We also request that if there is any aspect that you consider important relating to any of the issues being rated that you write your comments in the various observations sections.

A. Identification details.

1. Profile.

- University management
- Responsible for the degree
- Members of management units related to the accreditation renewal process

2. University to which you belong.

- University of Almería
- University of Granada
- University of Huelva
- University of Jaén
- University of Málaga
- University of Seville
- Pablo de Olavide University

B. Accreditation Renewal Procedure

3. Accessibility of the information published about the procedure on the DEVA website

- Very dissatisfied Dissatisfied Somewhat satisfied Satisfied Very satisfied N/a

4. Documentation published about the procedure.

- Very dissatisfied Dissatisfied Somewhat satisfied Satisfied Very satisfied N/a



5. Accreditation renewal commission.

Very dissatisfied Dissatisfied Somewhat satisfied Satisfied Very satisfied N/a

6. Deadlines established.

Very dissatisfied Dissatisfied Somewhat satisfied Satisfied Very satisfied N/a

Observations

C. Evaluation criteria

7. The evaluation criteria are clearly defined.

Very dissatisfied Dissatisfied Somewhat satisfied Satisfied Very satisfied N/a

8. The evaluation criteria are appropriate.

Very dissatisfied Dissatisfied Somewhat satisfied Satisfied Very satisfied N/a

Observations

D. Support tools

9. IT application. DEVA's monitoring and accreditation renewal application.

Very dissatisfied Dissatisfied Somewhat satisfied Satisfied Very satisfied N/a

10. Accreditation guide.

Very dissatisfied Dissatisfied Somewhat satisfied Satisfied Very satisfied N/a

Observations

E. Site visit

11. DEVA's management of the visit.

Very dissatisfied Dissatisfied Somewhat satisfied Satisfied Very satisfied N/a

12. Deadlines established.

Very dissatisfied Dissatisfied Somewhat satisfied Satisfied Very satisfied N/a

13. Timetable of the visit.

Very dissatisfied Dissatisfied Somewhat satisfied Satisfied Very satisfied N/a

14. Composition and conduct of the site visit panel.



Very dissatisfied Dissatisfied Somewhat satisfied Satisfied Very satisfied N/a

Observations

F. Reports and Results

15. The content of the reports.

Very dissatisfied Dissatisfied Somewhat satisfied Satisfied Very satisfied N/a

16. Usefulness of the accreditation renewal report for improving the educational programme.

Very dissatisfied Dissatisfied Somewhat satisfied Satisfied Very satisfied N/a

Observations

G. DEVA staff involved in the accreditation renewal process.

17. Usefulness and appropriateness of the responses received to the queries posed during the process.

Very dissatisfied Dissatisfied Somewhat satisfied Satisfied Very satisfied N/a

Observations

H. Satisfaction

18. Rate your general satisfaction with the accreditation renewal programme (utility, viability, transparency, validity)

Very dissatisfied Dissatisfied Somewhat satisfied Satisfied Very satisfied N/a

Observations

**Thank you for your
collaboration**